



ISAAC AS A "REFORMER."

BY FRANK CLIVE.

ALBANY, 1st Mo., 26th.
RESPECTED WIFE: These know that I came here to represent.
The upright and the pure in heart who on "Reform" are bent;
Yes, that I came as a picked man, resolved, come what or won,
That bribery and corruption should find in me a foe.

The tidings of my coming must have preceded me,
And caused the evil doers from the Capital to flee;
Yes, and are all the carnal workers of iniquity—
So true it is that sinners dread a good man's company.

But, in their stead, I find of courteous, honest men
A swarm, and every one, like me, a zealous champion of
"Reform."
Yes, many a private citizen hath left his own concerns
To sojourn here and push "Reformers" until the House adjourns.

One of these unofficial, unpaid patriots lately sought
An interview with me, and much I marvelled that
Each thought
And sentiment and maxim that he uttered, woke in me
A corresponding sentiment of perfect unity.

He said that upright men, like me, had long been needed here,
To stem corruption's swelling tide, and stay its mad career.
Indeed, he thought that vice would shrink appalled
Before my face—
That onward sign of inward peace and spiritual grace!

My spirit yearned toward that man, his views appeared so just!
And verily, he seemed to place, in me, implicit trust.
He said a meritorious enterprise I might assist
By allowing him to put my name in its stockholders' list.

There was nothing in the project to offend the strictest friends;
Indeed, he guaranteed the stock to pay good dividends.
The first of which the Banks would pay the day we passed the Act.
For its incorporation. It was pending then in fact.

It is a foolish husbandman that knows not wheat from tares;
Wherefore, without ado, I said: "Go to, I'll take thy shares!"
And when the Act came to a vote, on the ensuing day,
My own communication, of a surety, was "Yes!"

Yes! I was reminded, when I got my dividend and share,
Of what is said of entertaining angels unwares:
Stay, Hannah! I adjure thee, with thy tongue be not too free,
Lest thou stir up the assessors to despoil and worry me!

NORTHCHURCH.

I am in tribulation! Yes, Hannah, I'm proscribed,
By the backbiting newspapers, as one that has been bribed!
Now verily, "the counsels of the wicked are deceit,"
And I fear that stranger's flattery was a net spread for my feet.

Yes, I am born to trouble, as a spark that upward flies;
I'm to be investigated! Vanity of vanities!
I'll write, if peradventure I'm delivered from these snares—
But, Hannah, sink or swim, I'll keep my dividend and shares.

THE BOARD OF PUBLIC INSTRUCTION.

The Board of Public Instruction held its stated meeting last Wednesday evening, President Smyth in the chair, and Commissioners Brennan, Lewis, Duray, Wood, Van Vorst, Gross, Fancher and England present.

The absentees were Commissioners Sands, Jarvis and Ingersoll.

THE WARD.

The Trustees of the First Ward ask for awnings over six front windows of Primary School No. 38. Referred to the Committee on Buildings, etc.

The Fifth Ward Trustees nominate Samuel Morehouse for Principal of Male Department of Grammar School No. 44, and Wm. Belden resigned, and Arthur Murphy for Vice-Principal of the same school. Referred to the Committee on Teachers.

The same ward accompanies this recommendation with the following letter:

"GENTLEMEN: We the undersigned, School Trustees of the Fifth Ward, in view of the resignation of our late Principal, Mr. Wm. Belden, who has become disabled by reason of long service in the public schools of this city, of which eighteen years has been in this ward, request, your honorable Board concurring, that a stipend of at least \$1,000 per annum be paid him until such time as the Legislature will place a permanent fund at your disposal

to meet this growing necessity in the public school system of this city.

"Respectfully submitted,
"Wm. H. BURRAS,
"CORNELIUS QUINN,
"F. G. GUDE,
"JOHN P. FRAZER,
Trustees
5th Ward."

Referred to the Committee on Teachers.
The Seventh Ward ask the reimbursement of certain expenses to the Janitors of Grammar School No. 2 and Grammar School No. 31. Referred to the Committee on Buildings, etc.

The Tenth Ward report that the owner of the building that they proposed to hire for Primary School No. 1 while the new school-house was being built refused to execute a contract at the price proposed, but that the Trustees of the Methodist Church in Allen street have agreed to let the basement of their church at the same rate. This was referred to the Committee on Buildings, etc., but came up at a later stage.

The Fourteenth Ward call attention to the inequality and unfairness of the salary of Miss Alice E. Gormley, Vice-Principal of Grammar School No. 21, Female Department, and ask that her salary be made equal to that of other vice-principals. Referred to the Committee on By-Laws.

The Sixteenth Ward ask leave of absence for three months for Miss Mary F. Kelly and Annie M. Mills. Referred to the Committee on Teachers.

The same ward ask leave to employ Miss Mary E. Jenkins as Assistant Teacher in Primary Department No. 45. Referred to the Committee on Teachers.

The same ward call attention to the necessity of repairing and repainting Grammar School building No. 11, and the urgent need for additional class rooms and accommodation for a janitor for School No. 45. Referred to the Committee on Buildings, etc.

The same ward call attention to the failure of the heating apparatus in School Building No. 56. Referred to the Committee on Studies, Hygienics, etc.

The Seventeenth Ward ask leave to employ Mr. R. H. Pettigrew, Vice-Principal of Grammar School No. 13, as Secretary, Mr. Hazelton, the Principal of that school, having declined to act. Referred to the Committee on By-Laws.

They also ask that a clock be placed in the tower of Grammar School No. 25. Referred to the Committee on Buildings, etc.

The rest are to excuse absence of teachers.

The Twentieth Ward complain that the heating apparatus of Grammar School House No. 32 is entirely worn out. Referred to the Committee on Course of Studies, Hygienics, etc.

The Twenty-first Ward Trustees present the case of Miss Sarah Duffy for payment of salary denied under the rules of the Board. Referred to the Committee on Teachers.

The Twenty-second Ward present briefly reasons why the salary of the Principal of the Male Department of Grammar School No. 9 should not be decreased. Referred to the Committee on Teachers.

MISCELLANEOUS BUSINESS.

A communication from Mr. Green, showing the appropriation to April 30 to be \$998,700 and the sum already paid to be \$470,000, leaving a balance to the credit of the Board of \$528,700, was ordered to be printed in full in the minutes.

Joseph Shannon, the Clerk of the Common Council, sent to the Board the resolution fixing laborers' wages at \$2.50, which was also ordered to be printed in full.

William Kelley, who conveyed part of the lots on which the new Primary School House No. 4 is building, presented reasons why he should be allowed the full amount that he agreed to sell for, being some \$500 more than he actually received. Referred to the Committee on Finance.

The Stellar Tellurian Manufacturing Company presented a communication, which was partly read when Commissioner ENGLAND objected that, as it had once been objected to a resolution that it contained a stump speech, so this communication contained a big advertisement. It was thereupon referred to the Committee on Supplies.

The Philomathean Society invited the members of the Board to attend their anniversary on the 6th of April. Placed on file.

Commissioner LEWIS offered a resolution to carry out the request of the Trustees of the Tenth Ward previously mentioned, as follows:

Resolved, That the Trustees of the Tenth

Ward be authorized to hire the basement and such other parts of the Methodist Church in Allen street, between Delancey and Rivington streets, as may be required for the use of the Primary School No. 1, at the annual rent of \$4,000 during the rebuilding of said school.

Commissioner LEWIS, in support of this resolution, urged that the Trustees of the Tenth Ward had been before authorized to hire premises for this Primary School, and had supposed they had secured a place just opposite the school site. Since then the owner of the building had refused to carry out his agreement. There was a need of some arrangement. The Committee had investigated as far as they could the suitability of the proposed place, and it seemed the best they could secure.

Commissioner WOOD asked whether the Committee had themselves visited the place; the basements the Board had hired not being as a rule desirable places for class rooms through want of light and ventilation.

Mr. LEWIS stated that, as he understood, the galleries were also to be at their service.

The resolution then passed, the President and Commissioners WOOD and ENGLAND voting in the negative.

Commissioner VAN VORST offered the following:

"Resolved, That the Committee on Supplies be authorized to employ additional labor in the depository in receiving and delivering supplies to the schools, at a cost not to exceed \$500 annually, to be expended under their direction." Adopted, the President giving the only negative vote.

REPORTS OF COMMITTEES.

The committee appointed to act on the Hon. Smith Ely's gift of the appointment of a cadet at West Point to the competition of the young men of his Congressional district, reported that they had notified the principals of schools of, and advertised in the papers, the fact. That after a physical examination had been had of the candidates, an examination as to mental qualifications before the committee and the City Superintendent resulted in the selection of William W. Henderson, of 441 Sixth street, pupil of Grammar School No. 15, as the fit cadet.

Commissioner ENGLAND asking unanimous consent, the report and accompanying recommendation were adopted.

Commissioner LEWIS, from the Finance Committee, presented a single report on the recommendations of the Seventeenth Ward as to furnishing their new Grammar School No. 25, and of the Nineteenth Ward as to furnishing their new Grammar School in Fifty-seventh street. Each ward, as already reported in our columns, adopted the highest figures, being those of the National School Furniture Company—in the first-named ward at \$12,400, in the second at \$12,443. The Committee state that the furniture offered by most of the lower bidders was unsuitable; but they say this does not apply to Nathaniel Johnson's furniture offered for the Seventeenth Ward school at \$9,345, and for the Nineteenth Ward School at \$10,000. They say they have failed to appreciate any superiority in the furniture in the accepted bid warranting such a difference in price, and that in some respects Mr. Johnson's furniture is considered preferable at the same price. They therefore recommend appropriations for the purchase of Mr. Johnson's furniture at Mr. Johnson's prices, with the usual proviso. Laid over under the rule.

Commissioner LEWIS, from the same committee, reported that whereas their estimates for the school expenses for one-third of the year were \$229,033, of which \$83,666 was set apart for special appropriations, and the Board of Apportionment and Audit had allowed the Board but \$698,700, being \$60,333 less than allowed, they recommended that this deficiency be deducted from the special appropriation account, leaving to it but \$23,333, and that \$10,000 of this sum be appropriated to the incidental expenses of the ward schools for the four months. Unanimous consent being obtained, the resolutions, in conformity with these recommendations, were adopted.

Commissioner LEWIS, from the same committee, reported that of the \$680,000 authorized in 1871 to be raised by the Comptroller on bonds for erecting and furnishing school-houses, \$330,000 had been already drawn. Since that date, contracts and the proposed purchase of a lot in the Sixth Ward would require about \$300,000, and the Board might make other appropriations from this special fund shortly.

The committee therefore recommended a draft on the Comptroller for \$250,000, on this account, which would still leave \$100,000 to be drawn. Laid over under the rule.

The same committee recommends the payment of the rent of premises hired from Messrs. Leew & Schaffner for Primary School No. 21, deeming that the Trustees acted for the best, though perhaps without direct authority. The rent prior to this year is however to be certified to the Board of Audit for payment by them, the rent since the 1st of January only being considered a charge on the funds of the present year. The necessity of hiring being temporary, and the completion of the permanent building for the school being promised by next September, they recommend that the hiring be not continued after the first of May, unless the owners will let it for May and June only, even though this involve a suspension of the school during those months. Laid over under the rule.

The same committee report the financial ability of the Board, and recommend the Board, to purchase the lot on City Hall place, adjoining Grammar School No. 23, at \$30,000; it being now occupied by the school at a rental of \$1,500 and taxes. Laid over under the rule.

The same committee report in favor of paying Dr. R. J. O'Sullivan, for his services in vaccinating the school children. They quote at length Dr. Morcau Morris' report to the Board of Health, that his services in this matter were very important and almost indispensable; and also state that the Board of Health considered \$600 a moderate remuneration for his services, but had not power to pay that sum; they, therefore, recommend the payment of that amount by the Board of Public Instruction. Laid over under the rule.

The same committee report in favor of paying Michael Crowley \$100 for putting up a tablet in Grammar School No. 25, commemorating the ward trustees and the architect under whom it was built, for which he has twice unsuccessfully asked \$250, if he will accept that in full satisfaction. Laid over.

The same committee report in favor of accepting the proposal of Gillis & Grogan to furnish steam-heating apparatus for Grammar School No. 25 at \$7,300. Laid over under the rule.

Commissioner WOOD, from the Committee on Normal College, Evening and Colored Schools, in view of the progress made on the Normal College, and the fact that the whole square between Sixty-eighth and Sixty-ninth streets and Fourth and Lexington avenues, was donated for a Female Normal College and Training School, asked leave to advertise for designs and proposals for a model primary school in connection with the new college, and submitted the following resolution:

"Resolved, That the Committee on Normal College, Evening and Colored Schools, be authorized to have plans and specifications prepared for the erection of a new proper building for a model primary and training school in connection with the female college building in East Sixty-eighth street; also that said committee have power to advertise for proposals for erecting the same.

This resolution, unanimous consent being obtained, was adopted.

The same committee, indorsing the recommendation of President Hunter, asked an increase of salary of Misses Joanna Mitchell and Mary E. Smyley, teachers in the Normal College, to \$1,000 per annum. Which, unanimous consent being obtained, was adopted.

The Committee on By-Laws, &c. (Commissioner Jarvis, Chairman), made the following report:

"The Committee on By-Laws, Elections and Qualifications, to whom was referred at the last session of the Board a resolution to increase the salaries of certain male principals, male vice-principals and Assistants in the Male Grammar Department, respectfully report:

"That they have given the subject careful consideration and have ascertained that the principals who have not had their salaries increased by the previous action of this Board have been connected for a long time with the system of public instruction, but owing to the locality in which they have taught and other circumstances which in no way reflect on their scholastic attainments or abilities as teachers, they have failed to obtain that promotion which others more favorably situated have secured.

As to the male vice-principals, it seems that the difference that would exist between their salaries and those of the prin-

cipals, under the recent action of the board, would be disproportionate and unfair, particularly so when it appears to your committee that the salaries now received by the vice principals are not commensurate with the labor they perform and the responsibility devolving upon them, or sufficient for their proper support.

"The assistants of both sexes in the male departments are also inadequately paid. The average salary for male assistants, some of whom have served for many years, does not exceed \$1,400, which is much less than paid to many of the janitors of the buildings in which they teach. The female assistants have duties to perform in the male department, which are acknowledged to be exceedingly arduous. Your committee, therefore, offer for adoption the following resolution:

"Resolved, That the annual salaries of the male principals employed in the schools under the control of this board be fixed at \$3,000; that the annual salaries of male vice-principals be fixed at \$3,500; that the annual salaries of all the male and female assistants employed in the male grammar departments be increased 18 per cent. All of which shall take effect on May 1, 1872."

Commissioner ENGLAND asked unanimous consent that this be considered now. Commissioner WOOD objected.

Commissioner ENGLAND said he would like to have this report acted on at this meeting. It was setting pretty near the first of May, the day set for the change in salaries. The matter had been, he thought, pretty thoroughly discussed in Committee of the Whole, and he thought they all understood it. He had expected to see Commissioners Sands and Jarvis here, and regretted that they were not present, but time pressed and he thought the matter should now be settled.

Mr. Commissioner WOOD said he should like to have the matter lay over to another meeting. He did not understand that the question of increase to male assistants had been discussed at all in committee. Meanwhile he asked that the report be printed in full in the minutes.

Commissioner WOOD, objecting, the report necessarily went over and the report was ordered to be printed in full in the minutes.

Commissioner GROSS, from the Committee on Teachers, reported in favor of the appointment of Mary E. Frost as Vice-Principal of Primary School No. 25, and of James G. Hill for Principal of the same school. Laid over under the rule.

Commissioner SANDS, from the Auditing Committee, reported various bills as correct, which were at once passed.

UNFINISHED BUSINESS.

It will be remembered that the Trustees of the Nineteenth Ward made nominations of principals and vice-principals for their new school in Fifty-seventh street, and making other nominations to fill vacancies in Grammar School No. 53 caused by these nominations. The Committee on Teachers, at the meeting of the Board of March 6, rejected these nominations on the ground that the new school-house would not be finished until September. On the 20th of March, when this report came up for action, Commissioner GROSS asked delay, as it was denied that the building was so backward, and the committee wished to look personally into the question. The report being called up again last Wednesday, Commissioner GROSS stated that, on personal examination, he found that the carpenters would not get through the building for a fortnight; that after they were through the carpenters would need six weeks more. The painter would have to wait till then, and would require a month; and even if all the furniture was ready it would take a fortnight to fix and arrange it. It was pretty clear that the building would not be ready before vacation, and probably nearly all the vacation would be required to complete it for occupation. The report of the committee was then adopted.

The following resolutions, previously reported, were adopted:

"Resolved, That the Trustees of the Fifteenth Ward be authorized to invite, by advertisement in the usual manner, proposals for furnishing eight class rooms in Grammar School Building No. 35, in accordance with plans and specifications to be prepared by the Superintendent of Buildings, and the style of furniture to be of Peard's Patent, as adopted by the trustees of the Fifteenth Ward.

"Resolved, That the Trustees of the Eleventh Ward be authorized to advertise for estimates and proposals for the necessary heating of Grammar School No. 22, now in course of erection, according to

plans and specifications to be prepared by the Superintendent of Buildings and Repairs, and approved by the Committee on Course of Studies, School Books and Hygienics and the Trustees of the Eighteenth Ward.

A resolution appropriating \$6,000 for heating the new school-house in the Nineteenth Ward and the following resolutions:

"Resolved, That the President and Clerk be authorized to sign warrants in payment of the following bills for the amounts respectively stated:

Slote, Woodman & Co., stationery..... \$18 00
Thomas Reynolds, cleaning clock..... 3 00
New York School Journal, printing..... 45
L. D. Kiernan, stamps, etc..... 75 70

"Resolved, That the application of the Trustees of the Twenty-second Ward to hire the premises on the corner of Broadway and Seventeenth street, for the purpose of reopening Primary School No. 35, be denied, and that the said Board of Trustees be requested to select more suitable premises for the object above named.

"Resolved, That the Trustees of the Eleventh Ward be authorized to invite, by advertisement, for two weeks from the date of insertion, proposals for furnishing Grammar School Building No. 23, corner of Sheriff and Stanton streets, in the Eleventh Ward, in accordance with plans and specifications to be prepared by the Superintendent of Buildings, and the style of furniture that may be adopted by the Trustees of the Ward named, subject to the approval of the Committee on Buildings, Repairs and Furniture."

The Board then adjourned.

SWEET SEVENTEEN.

I knew a maid; her form and face
Were lily tender, lily fair;
Here was a wild unconscious grace,
A ruddy-golden crown of hair.

Thro' those child-eyes unbecked, unshamed,
The happy thoughts transparent flew;
Yet some pathetic touch had tamed
To gentler gear their Irish blue.

So from her oak a Dryad leant
To look with wondering glance and gay
Where dove, uncrowned and kingly, went
With Maia down the woodland way.

Their glory lit the amorous air,
The golden touched the Olympian head,
But Zephyr o'er Cythere bare
That secret the immortals said.

The nymph they saw not, passing nigh;
She melted in her leafy screen;
But from the boughs that seemed to sigh
A dewdrop trembled on the green.

That nymph she kept for aye most hid;
The girl has life and hope, and she
Shall hear one day the secret told,
And roam herself in Arcady.

I see her still; her cheeks aglow,
Her gaze upon the future bent—
As one who through the world will go
Beloved, bewitching, innocent.

FEMALE EDUCATION.

BY GEORGE H. CATHCART.

Having shown how the present race of mothers are educated, and what results follow from the existing condition of their education, I shall now dwell upon the plan for improving this condition. Before anything effective can be accomplished, a giant must be overcome. This giant is Fashion. So long as parents believe that the present plan of education for girls is fashionable, so long will the teaching remain as it is. The only way to overcome this powerful idol is to induce intelligent parents to take the lead in starting and in practically carrying out a true system of education for their daughters. Acknowledging that such a plan is necessary, and confessing a belief that a sound education will not be able of itself and single handed to work its way, is no doubt a sign of weakness; but it is useless to ignore facts. While the present fashionable idea of girls' education is in vogue the development of good schools, even if started, will be tedious and unsatisfactory, as this one great barrier to progress, which is met everywhere, will still be unremoved.

The work of educating a girl must necessarily be so framed as to be capable of developing into several very different conditions, although these conditions cannot be known at the time the education is begun, or perhaps till after the school period of it is completed. Taking, then, a girl of twelve or thirteen years of age, whose instruction has been conducted on the present fashionable plan, it may be presumed that she can read, write, and know a little of arithmetic, music and needle-work, together with a smattering of a few other subjects, ranging with the quality of the school in which she has been a pupil. The real work of education has now to begin, and, in ninety-nine cases out of a hundred, this consists of superficial polish, or "finish." As a rule, this polish is a very dangerous advantage. In the material world it is easier to test the workmanship of an article before this polish is laid on, and it is very much the same with education. A girl's mind at twelve expands rapidly and is very susceptible to impressions. The sham of show and superficial accomplishments, however, is very soon learned. The shallowness of the "examination" and "exhibition days" is evident to the pupils; and if their teachers display such hollow principles, it is not surprising if the girls themselves imitate them, and gain the idea that superficial attainments will always pass current as they do at school.

A difference which seems to exist between boys' and girls' education is that with girls the extent of the instruction and the subjects which may be embraced vary more with the age and not so much

with the after occupation of the girl. A boy at thirteen or fourteen must undergo a very different course of training, whether he be intended for a lawyer or a merchant, a doctor or a clergyman. With girls, however, the subjects vary as to the number of years which each can devote to study. It is, of course, not expected that all girls should be treated alike, or that one is not naturally more advanced at twelve than another is at fourteen years of age; but, as a general principle, all girls have more or less one great function to prepare for, and that is to be qualified to direct the household and train the mind. I leave out entirely, in these observations, that higher duty in the political field which some women think the goal of female attainments. I am not writing for them, nor in their interest, but rather in relation to the nobler aspects of the "woman question," as I view it. Their training must be such that should they remain unmarried they will still find themselves fitted for their duties, or should they be required to earn their livelihood they may be prepared.

The subjects of instruction for girls who are kept at school after the age of thirteen should be carefully arranged. Up to that age the instruction should differ but little from that given to children of both sexes, except perhaps that instrumental music may be taught, and some other subjects not so much insisted on.

Animal physiology should certainly be taught to all girls of thirteen. The elementary laws which regulate the human body, the functions of the various parts, the precautions and habits which tend to promote health, and a knowledge of the causes detrimental to full vigor of body and mind, are important to all girls, and are most interesting when properly taught.

Natural history and botany should be among the regular subjects of instruction, and considerable knowledge should be imparted to those who pursue their education until seventeen or eighteen years of age. For interest and practical use such studies cannot be too highly estimated. What mother cannot recall questions from her children concerning the uses of animals and the functions of different specimens, both of the animate and inanimate world? Nothing, perhaps, would afford mothers a wider field for advancing their children's education than the scope of natural history and botany. Children never weary of hearing about the habits and uses of animals. Their cats, their dogs, their pigeons, or their rabbits, afford endless variety of topics; nor do they enjoy anything more than gathering wild flowers, and hearing about the way they grow and what their uses are.

All this they may learn, not through a given lesson, but by an agreeable conversation during a pleasant ramble. Each truth they gather from a skillful instructor, concerning such things, interests them as much as a well-told story.

Drawing should receive attention; but the elementary work of free-hand outline, perspective and easy examples of light and shade must first be attempted and successfully mastered, though the pupils may not make showy specimens, for home inspection and admiration. When girls are older, if they have the time to devote to this practical accomplishment, they can then pursue it with advantage as an intellectual amusement, or as a means of livelihood.

Arithmetic, by some considered almost beneath the notice of young ladies, is an essential for a housekeeper. Such a question as the price of tea per pound when composed of a mixture of three-quarters of a pound of Congo at \$1 3/4 a pound and one quarter of a pound of Pekoe at \$1 1/2 a pound, would puzzle, it is feared, half the matrons in the country.

The study of geography and history should not be omitted. The former, in its physical aspect, may be made to give the mind food to work upon and explain topics of interest met with in every day experience. History, in its political, social and general bearing, may, as the ages of the pupils increase, be introduced with advantage. Girls, with this preparation, will be able to read with profit a variety of books otherwise repulsively dry.

In all subjects of mental instruction, with girls perhaps even more than with boys, the plan of associating experiment and visible illustration should, in all cases, be introduced.

Many girls, though in no way deficient in intelligence, are yet often slow to follow abstract reasoning or to trace the sequence of logical facts, unless interspersed with illustrations, and carefully exemplified step by step.

To the absence of instruction in logical reasoning may be attributed the great difficulty of comprehending a chain of argument and of accepting a conclusion in a discussion, even though each step, as it followed in regular order, may have been acknowledged.

The physical training of girls is generally capable of great improvement. Dancing is almost always taught, and is considered so necessary by parents that an extra fee for it can generally be obtained without much difficulty. With this accomplishment few would wish to interfere, but it would be highly desirable, in all cases where this is already done, to append to it drill and gymnastic exercise. Both of these may be made to benefit the constitution and general bearing of girls, though they must be judiciously superintended by a teacher, and the duration and description of exercise carefully suited to each pupil.

As regards the efficient teaching of needle-work, cooking and other feminine occupations, much was said in the previous

article. Such subjects, though not strictly educational, are yet part of the instruction which every girl should receive, and without which she must necessarily be more or less disqualified for her duties in after life. Much greater proficiency is required in these branches. Cooking is rarely, if ever, taught; and though difficulties certainly exist in carrying out practical instruction, yet its evident use to all girls who hope to become accomplished housekeepers—and what sensible American girl does not so hope?—renders it most desirable that steps should be taken to supply this deficiency.

The general idea which I wish to convey by these remarks is the necessity for the complete abolition of all the superficial work now done in the schools of which I have been speaking. The endless piano-playing, the smattering of French, Italian, drawing; the useless fancy work, and other "elegant accomplishments," as they are usually taught, cannot be looked upon as education. No one would wish to dispose of the elegant accomplishments of which I have spoken, but surely they should not be made the foundation of education.

A girl trained in the elementary laws of physiology, natural history and botany, in addition to being really grounded in the more ordinary subjects now so often but nominally taught at school, would, at sixteen or seventeen years of age, be really in such a position that, come what might, she would be prepared for it. After leaving school, or giving up her private masters at home, she would be qualified to pursue her education by herself; and this is a most important consideration. As at present brought up, very few girls ever think of doing this, nor are they competent to make the attempt, even if they have the inclination. Those who married early would be fitted for training their families and for the various other duties of society. Those whose lot it was to remain single would have occupations to fall back upon, and means of profitably and intellectually employing their time for their own, as well as for their neighbors' benefit.

The proper and efficient education of girls, it must be urged, is not only a matter of private importance, but it is really one that affects, to a very great extent, the national well-being. The nation is made up of a number of units, and these units, each and every one of them, are immensely influenced by the training and rearing of their mothers—to say nothing of the influence which sisters have on one another and on their brothers. Much has been done by the great and meritorious common school system of the country in this direction, but it is unfortunately the fact that these schools have little influence on the final training of what may be termed well-to-do American girls. Fashion decrees that they must be sent to "a finishing establishment," and here, as a rule, they are polished off, so to speak, with rouge and powder. Against this pernicious practice no time should be lost in awakening public opinion. We should have a completely new and improved system of providing for the efficient education of girls. I shall be rejoiced if what I have written conduces to this end.

PENSIONING TEACHERS.

BY F. J. HAGGERTY, PRINCIPAL OF G. S. NO. 2.

(READ BEFORE A RECENT MEETING OF A COMMITTEE OF THE NEW YORK TEACHERS' ASSOCIATION.)

That the teachers are the poorest paid and the hardest-worked portion of the community no one with any pretensions to sound judgment can attempt to refute. The plea of short hours and easy times can only be advanced by the ignorant or selfish.

To conscientiously discharge the duties of a teacher requires thoroughness, carefulness with rare executive ability, and under the present rule of "moral suasion," remarkable self-control and patience.

When we consider this and behold in various municipal offices persons with salaries of almost princely proportions, and contrast their abilities with the teachers, we are lost in amazement at the short-sightedness of a policy so narrow in its bearing where it should have been most liberal, and so liberal where it should have been restricted.

From sixteen to eighteen years of the best portion of life must be devoted by the candidate for pedagogical honors in order to accumulate the requisite amount of knowledge.

Then disappointments before appointment, followed by slow promotion, poor pay, anxiety, dread of examinations, insolence of pupils and too frequently impertinence and indifference of parents, constitute the experience of our teachers.

To solve the problem of salaries is not in our power. We can only call the attention of our school officers to certain facts and suggest a few ideas.

The resolution before your Board to equalize salaries should receive prompt and immediate attention.

We would offer that a high standard be taken, commencing with the principals at the maximum of five thousand dollars per annum, and increase all under in like proportion.

It is apparent that the present unequal and unjust principle of basing salaries has been one of the most direct causes of driving out and keeping away able and talented gentlemen from adopting the profession, while the ladies are always anxious to change and embrace the other sphere of life, or, if not offered an opportunity, teach under a silent and dignified protest.

Should the teachers' salaries be increased to a living rate so they could prepare for the future, there would and could not exist

any cause of complaint; as it is, we most respectfully ask that the salaries be made uniform, that position be the test, and location and individuality be left out of consideration.

The citizens of New York will not grudgingly dole out to the teachers a fair compensation if asked for and bestowed.

We urge you, therefore, to move promptly in the matter.

If not practicable just now, we would offer the next best substitute, in a few remarks on the subject of pensioning deserving teachers who have become superannuated or been made confirmed invalids in the service.

For precedents we have only to turn to the various forms of government from the ancient days of Greece and Rome to the present time. However, without going to either monarchical rulers or imperial despots, we can find in the acts of our own government, from the days of the Revolution, pension laws and observances.

After the Declaration of Independence, in 1776, it was decreed by the Continental Congress to pension all disabled soldiers of 1778 at half pay for seven years, but, with the foresightedness of our forefathers, they dated it back to 1775, from April 19, so as to embrace the first martyrs to the cause of civil liberty.

Thus at this early period the magnanimous and grateful system of pensions commenced by anticipation, and, lest any oversight should occur, took a retroaction for the sake of honesty and truth."

The government showed its gratitude in the interests of humanity toward its noble defenders.

Every administration from Washington onward has signalized itself by concessions to the pension claims.

March 2, 1833, a Bureau of Pensions was established, with a superintendent at a salary of \$3,500 per annum, with a clerk at \$1,600.

Even further back we find, as an aid to pensions, an act passed July 16, 1798, to establish the Navy Hospital Fund, based on an average of twenty cents taxed monthly on those employed in the navy, also the Navy Pension Fund, to provide for widows and children.

Beside the Privateer Pension Fund for the same end.

April 23, 1860, it was decreed by Congress to grant half-pay monthly to superannuated and infirm members of the army and navy of the United States.

The justly celebrated Wm. Wirt, Attorney General, characterized the pension system as a humane and liberal policy, and by his great talents rendered valuable service toward its perfection and efficiency.

With these facts before us, and the statement that at the remote period of 1783 a major general received a pension at the rate of \$1,600 per annum—almost a fortune at that time—we feel called upon to insist that our teachers should be looked after.

Assume a Principal to equal a Senior Captain in the Navy, Vice-Principal the other Captain, Female Principals as Lieutenants, all other teachers to equal Professor of Mathematics, and what will you have for a result?

The following table will show.
Senior Captain, on leave, \$3,500; on duty, \$4,500 per annum, pensioned at this rate. (See act of Congress, 1853.)

	Leave.	Duty.
Other Captain.....	\$3,500	\$3,500
Lieutenant.....	1,200	1,500
Professor.....	800	1,000

While a Passed Midshipman has \$750.

If we look to the army lists, a Principal equal to Major-General; Vice-Principal, Brigadier-General; Female Principal to Inspector-General; all others to rank with the Professor of Natural and Experimental Philosophy; and you have: A Major-General, \$900 per month; Brigadier-General, \$700 per month; Inspector, \$500 per month; Professor, \$75 per month.

All this without mention of rations, &c., together with land bounty to the army and prizes to the navy.

In land warrants, to a Major-General is given 1,100 acres; Colonel, 1,000 acres; Major, 600 acres; private, 300 acres.

In contradistinction to all this stands the teacher who must labor daily for scarcely a living recognition of abilities, not to be estimated in the mind of the possessor by any golden value, as they are from the Almighty. And when he or she has become worn out by overwork, great mental anxiety, scrupulous discharge of duty, is then told "your day is past. Retire!"

Is this right? Why should the teacher, the truest and best member of the social system, be treated in this manner?

When disease and old age come, without any provision for the future, what feelings must arise in the breast of a teacher who looks forth on the world, surveys the past and beholds those who but a few years ago were striplings at their sides, now high on the ladder of fame or well established in business.

They may glory at it, but mentally exclaim how foolish they were to remain in a profession to be despised even by those they have benefited, and to be treated with coldness and indifference, aye, dismissed, by those who have sworn to protect and rightly administer the laws of justice and right.

We call on you, gentlemen, not to pass by this appeal. Meet it you must; if not now, at some future day.

Teachers by union can and must become a power for good. Be, therefore, their champions, espouse their cause and have the Legislature frame a law with proper and equitable provisions for sick and superannuated teachers.

We would prefer an equalization of salaries, averaged on the highest possible compensation, that when no longer able the

teacher could retire with respect to himself and honor to his calling.

For the ideal of the past is the actual of the present. The ideal of the present is the actual of the future.

We are actuated by the best and most sincere desires to do justice to the teachers and advance the cause of free education, and we hope you will meet us with a like spirit.

THE TWO DOGS.

Æsop was passing one day through one of the suburbs of Sardis, when he came in sight of a group of children, some of whom carried writing tablets at their girdles and some bags of counters for doing arithmetic, and seemed to be holding among themselves a kind of hedge-school. When they saw the little hunchback, whose stories had so often delighted them in their play-hours, the children ran up to him and asked him to tell them a new fable; but Æsop replied that he had been sent on a message some way out of the city to one of his master's friends, and that he had no time to stop. The children, however, followed him, chatting as they went, and Æsop asked each one of them in turn what had prevented his going to school? One said it was the fine weather which made him wish to play; another that he hated books; but one and all agreed that, however it was, they were tired of obedience to their master.

The wise Phrygian listened to their objections, smiling, but saying nothing, till they all came to a wide open space where two dogs were lying under a group of trees. One, with a collar on, lay on the ground with his paws crossed; the other, with his head upraised and his legs stretched out, stood in front looking at him.

The boys pointed them out to Æsop.

"Look at those dogs," he said. "Would not any one say that they were having a talk together like friends and neighbors?"

"Oh, if Æsop would only tell us what they are saying," exclaimed several boys at once.

"Very good," replied the hunchback, going on a few steps further, and seeming to listen. "The dog lying down is asking the other to whom he belongs, and the dog standing up is haughtily replying that he owns no master whatever."

"Are you quite sure of that?" says the spaniel.

"Only look at my neck," answered the indignant dog; "you can see that I belong to no one but myself. The master whose name is written on your collar settles whether you shall work or rest; if you go to sleep, he wakes you up by whistling and calling you, and then you have to follow him out hunting or walking, just as he chooses. If you want to run about, and he calls you and bids you lie down, you dare not disobey him. But as for me, I go and come just as I choose, I do what I like, and have no other master than my own will."

"Very good," replied the spaniel. "Just tell me then, if you please, why you were so late at our appointment."

"Oh, for that you must lay the blame on those horrid schoolboys, who stopped me on the way with showers of stones."

"This is what I should call hindrance number one to liberty," drily observed the spaniel.

"Oh, that's nothing," said the other dog. "I had only to leap over the hedge into the great meadow and come across the sheep-dogs, which I did in spite of the sheep-dogs."

"I rather think you had to leave a bit of your ear behind you," observed the spaniel, looking at him.

"Oh, that's not worth speaking of," exclaimed the free dog in a hurry. "Liberty is well worth even the whole of one ear. But I am sorry to say I must bid you good-bye now. If I am to get any dinner to-day, I must not lose a moment."

"Why, what is the matter?"

"Well, you see, I must be at the farm just as dinner is ready. The children are very fond of me and of riding on my back, and in return they give me every day some of their pie."

"The spaniel shook his wise head, opening his mouth wide as if he were laughing. 'This is capital!' he exclaimed. 'So you were first driven out of your road by school-boys, then have to fight the sheep-dogs, and you can only get a dinner by yielding to the whims of the farmer's children. And that you call following your own will. If I am not very much mistaken you are the slave of chance, of ill-usage and of hunger, to all of which you must yield if you do not have a fight with them; while I am dependent only upon one master, and when I have given him what service he requires, I never have to trouble myself for a moment about anything else.'"

The boys listened to this, at first laughingly, but gradually with the most earnest attention, and when Æsop came to an end, they looked at one another in silence. At last one bolder than the rest said abruptly to the hunchback: "And what is your moral?"

"The moral," replied Æsop, "is that a wise man will imitate the spaniel, and take DUTY betimes for his master, that he may never become the slave of chance or temptation."

Professions exercise a great influence in longevity. In 1,000 individuals who arrive at the age of seventy years, forty-three are priests, orators or public speakers, forty are agriculturists, thirty-three are workmen, thirty-two are soldiers or military employees, twenty-nine are advocates of engineers, twenty-seven professors, and twenty-four doctors.

THAT BOY.

BY CHARLES D. WARNER.

The winter evenings of the farmer-boy in New England used not to be so gay as to tire him of the pleasures of life before he became of age. A remote farm-house standing a little off the road, banked up with sawdust and earth to keep the frost out of the cellar, blockaded with snow, and flying a blue flag of smoke from its chimney, looks like a beleaguered fort. On cold and stormy winter nights, to the traveler wearily dragging along in his creaking sleigh, the light from his windows suggests a house of refuge and the cheer of a blazing fire. But it is no less a fort, into which the family retire when the New England winter on the hills really sets in.

The boy is an important part of the garrison. He is not only one of the best means of communicating with the outer world, but he furnishes half the entertainment and takes two-thirds of the scolding of the family circle. A farm would come to grief without a boy on it, but it is impossible to think of a farm-house without a boy in it. "That boy" brings life into the house; his tracks are to be seen everywhere, he leaves all the doors open, he hasn't half filled the wood-box, he makes noise enough to wake the dead; or he is in a brown study by the fire and cannot be stirred, or he has fastened a grip into some Crusoe book which cannot easily be shaken off. I suppose that the farmer-boy's evenings are not now what they used to be; that he has more books, and less to do, and is not half so good a boy as formerly, when he used to think the almanac was pretty lively reading, and the comic almanac, if he could get hold of that, was a supreme delight.

Of course he had the evenings to himself, after he had done the "chores" at the barn, brought in the wood and piled it high in the box, ready to be heaped upon the great open fire. It was nearly dark when he came from school (with its continuation of snow-balling and sliding), and he always had an agreeable time stumbling and fumbling around in barn and wood-house, in the waning light.

John used to say that he supposed nobody would do his "chores" if he did not get home till midnight; and he was never contradicted. Whatever happened to him, and whatever length of days or sort of weather was produced by the almanac, the cardinal rule was that he should be at home before dark.

John used to imagine what people did in the dark ages, and wonder sometimes whether he wasn't still in them.

Of course, John had nothing to do all the evening, after his "chores"—except little things. While he drew his chair up to the table in order to get the full radiance of the tallow candle on his slate or his book, the women of the house also sat by the table knitting and sewing. The head of the house sat in his chair, tipped back against the chimney; the hired man was in danger of burning his boots in the fire. John might be deep in the excitement of a best-story, or he might be at writing a "composition" on his greasy slate; but whatever he was doing, he was the only one who could always be interrupted. It was he who must snuff the candle, and put on a stick of wood, and toast the cheese, and turn the apples, and crack the nuts. He knew where the fox-and-goose board was, and he could find the twelve-men-Morris. Considering that he was expected to go to bed at 8 o'clock, one would say that the opportunity for study was rather interrupted. There seemed to be always something for him to do, even when all the rest of the family came as near being idle as a New England household ever could.

No wonder that John was not sleepy at 8 o'clock; he had been flying about while the others had been yawning before the fire. He would like to sit up just to see how much more solemn and stupid it would become as the night went on; he wanted to tinker his skates, to mend his sled, to finish that chapter. Why should he go away from that bright blaze, and the company that sat in its radiance, to the cold and solitude of his chamber? Why didn't the people who were sleepy go to bed?

How lonesome the old house was; how cold it was, away from that great central fire in the heart of it; how its timbers creaked as if in the contracting pinch of the frost; what a rattling there was of windows, what a concert-d'attack upon the clap-boards; how the floors squeaked; and what gusts from round corners came to snatch the feeble flame of the candle from the boy's hand. How he shivered, as he paused at the staircase window to look out upon the great hills of snow, upon the stripped forest, through which he could hear the wind raving in a kind of fury, and up at the black flying clouds, amid which the young moon was dashing and driven on like a frail shallop at sea. And his teeth chattered more than ever when he got into the icy sheets, and drew himself up into a ball in his flannel night-gown, like a fox in his hole.

For a little time he could hear the noises down stairs, and an occasional laugh; he could guess that now they were having cider, and now apples were going round; and he could feel the wind tugging at the house, even sometimes shaking the bed. But this did not last long. He soon went away into a country he always delighted to be in; a calm place, where the wind never blew, and no one dictated the time of going to bed to any one else.

Uncle Sam's most expensive family—the mails.

The Roll of Merit.

By a resolution of the Board of Education, passed April 19, 1871, this paper is especially designated to give monthly, under the above title, the name and residence of the best pupil in each class in every school in the City of New York, the information being furnished us through the Clerk of the Board by the several Principals. The official character thus given to the list makes it to all whose names appear therein an imperishable certificate, fairly and honorably earned, not only of good deportment, but of intelligence and the faithful discharge of duty. For the month of March the Roll stands as follows:

GRAMMAR SCHOOL No. 2.
MALE DEPARTMENT.
Class A. Henry Bush, 325 W. Houston at
L. Lyndell Whitehead, 18 Van Ness pl
A. James B. McAdam, 74 Bedford at
Wm. F. Stephens, 8 Jays at
B. Frank A. Simmons, 234 W. 10th at
B. A. Jones, 100 W. 10th at
B. John Michael, 72 Grove at
C. Wm. E. Kirby, 506 Washington at
D. Isaac Sobel, 100 Hudson at
C. Chas. W. Lamb, 40 Carmine at
D. George V. V. 115 W. 11th at
E. Chas. H. Heaney, 275 W. 10th at
F. Chas. H. Brown, 125 Perry at
G. Edna H. W. 18 Hudson at
F. Wm. J. Ennis, 130 Perry at
F. Peter Goode, 115 Christopher at
F. Senter H. Cronan, 143 Greenway at
F. Harry Springer, 256 B. 1st at
G. George F. Walker, 314 Carmine at
G. Alfred W. Spear, 25 Hudson at
H. Stephen Backerman, 24 W. Houston at
H. Andrew Bush, 235 W. Houston at
H. Wm. Merrill, 54 E. 4th at
H. Sinclair Smith, 352 W. 11th at
I. Howard G. Myers, 200 W. 10th at
I. Wm. Walker, 123 W. 11th at
J. Eugene G. Platt, 143 Waverly pl
J. Chas. H. Baldwin, 74 Barrow at
J. Chas. F. Scouffing, 100 Perry at
J. John Benker, 26 Barrow at

Section A. Annie Egbert
A. Maria Stone
A. Mary O'Brien
A. Mamie De Puy
B. Is. Lippincott
C. Julia Kuhl
C. Ida Conway
C. Clara Fisher
C. Florence Oshora
D. Maggie Curry
D. Fanny Avers
E. Minnie Percussion
E. Lillian Paige
E. Adele Hathaway
G. Fannie Norris

Section G. Carrie Kuh
G. Is. Armstrong
G. M. Cunningham
H. Mary Prindle
H. Kate Merchant
I. Kate Cutler
I. Emma Anderson
I. Cor. Voorhees
I. Mary Cullen
I. Kate Schanck
J. Emma Stahl
J. Emma Epp
K. Annie Bonckens

Section A. Frank Bassford
A. John Mellman
A. Wm. McCormick
A. Wm. Bennett
A. James Martin
A. Charles Barrows

Section B. Clarence Franco
B. John Hanter
B. George Storms
B. Wm. Bennett
B. Robert Horton

Section C. William Horton
C. William Horton

Section D. William Horton
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Section BY. William Horton
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Section BZ. William Horton
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Section CL. William Horton
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Section CM. William Horton
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Section CN. William Horton
CN. William Horton

Section CO. William Horton
CO. William Horton

F. Frank Kullenberg, 230 Stanton at
G. John Brisch, 149 Norfolk at
H. Warren Wolcott, 244 Livingston at
H. Henry Reinhardt, 113 Columbia at

GRAMMAR SCHOOL No. 34.

MALE DEPARTMENT.

Class A. Elizabeth O'Neill, 48 Park at

1. Margaret Martin, 104 Bayard at

2. Mary Reynolds, 140 Mulberry at

3. Andrew Hittell, 110 Leonard at

4. Abraham Herman, 3 Franklin at

5. Samuel Richmond, 12 Baxter at

6. John Sheridan, 79 Mulberry at

7. Louis Richmond, 12 Baxter at

8. Henry Brown, 37 Elm at

9. Henry Blachoff, 15 Franklin at

10. Miles Kegan, 104 Mulberry at

11. James Norton, 31 Pell at

12. James Scott, 85 Henry at

13. James Norton, 123 North at

14. Jacob Goldsheer, 92 Baxter at

15. Sarah Garvey, 79 Mulberry at

16. Annie McCallister, 12 Leonard at

17. Sophia Wassman, 141 Elm at

18. Mary Flanagan, 20 Bayard at

19. Louis Brown, 141 Elm at

20. Thomas Flanagan, 526 Pearl at

21. Willie Mulligan, 142 Elm at

22. John F. F. 100 W. 10th at

23. Annie Malone, 8 Franklin at

24. Little Garland, 3 Benson at

25. Pauline Tourner, 123 W. 10th at

26. Kate Brennan, 126 White at

27. Kate Dowdell, 140 Leonard at

28. Anna Levi, 100 Bayard at

29. Dora Horn, 546 Pearl at

30. Maggie Scott, 3 Birmingham at

31. Richard Croft, 143 Leonard at

32. John Dempsey, 23 Park at

33. Jessie Smith, 13 Chatham at

34. Levi Muzzon, 40 Baxter at

35. John Norton, 123 North at

36. Henry Finlay, 149 Leonard at

37. Dennis Bohman, 123 Walker at

38. Josephine Kavanagh, 516 Pearl at

39. Alfred Cohen, 21 Baxter at

40. Maria Green, 82 Centre at

41. Annie Foley, 11 Elm at

42. Kate Dowdell, 143 Leonard at

43. Butcher Knorr, 115 Leonard at

44. Mary Brown, 123 W. 10th at

45. Patrick Rooney, 133 North at

46. Louis Chan, 126 Leonard at

47. Dora Silverwater, 126 Pearl at

GRAMMAR SCHOOL No. 34.

MALE DEPARTMENT.

Class A. Elizabeth O'Neill, 48 Park at

1. Margaret Martin, 104 Bayard at

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34. Levi Muzzon, 40 Baxter at

35. John Norton, 123 North at

36. Henry Finlay, 149 Leonard at

37. Dennis Bohman, 123 Walker at

38. Josephine Kavanagh, 516 Pearl at

39. Alfred Cohen, 21 Baxter at

mathematics, trigonometry and arithmetic; chemistry, electro-metallurgy and natural philosophy; writing, phonography and book-keeping; architectural and mechanical drawing.

In this latter branch he thought (alluding to the drawings on the wall) he might, with a slight change, in one word quote Johnson's epitaph on Wren—"Si monumenta quaeris aspice." He called attention to the evening lectures in the Anderson University on natural philosophy, chemistry, anatomy and physiology, music and, would his audience believe it, dancing. He hoped that there might be soon added anatomy and physiology to the present course of our own High School.

The Evening High School included in its ranks 25 graduates of Yale, Princeton, the University of New York and the New York College.

It had 2 ministers, 12 lawyers, 4 teachers, 10 physicians, 8 reporters and 15 telephone operators on its rolls.

The age of its oldest student was 56; of its youngest, 14. The average age of its students was 20.

This school was begun six years ago under the urgency of President Hunter. In its first year its average attendance was 555; in 1868 it was 636; in 1869 it was 738; in 1870, 800; in 1871, 826; and this year, 833. In this increase of nearly 300 he claimed some credit. Wall street knew much of stocks, but very little of what was being done for education. He thought it only common charity to let it know what a great work this was. So circulars were sent all through that region telling of what was offered and the result was a numerous attendance thence at the school. He hoped that this would be of great benefit to Wall street. He would not wonder if its morals were somewhat improved in consequence. (Laughter.)

The largest attendance in any one day of the past six months was on October 13, 1864. The smallest on March 4, a very stormy day, 441. The largest average weekly attendance was in last October, 1,163. The smallest in last March, 543.

The average attendance in the classes was as follows:

In German.....	174
In Latin.....	85
In Algebra, Geometry and Trigonometry.....	19
In Drawing.....	40
In Arithmetic.....	205
In Book-keeping and Penmanship.....	445
In Political Economy.....	20
In Chemistry, Philosophy, etc.....	22
In Reading and Declamation.....	55

It had 21 teachers, including its Principal and Vice-Principal.

He hoped the ladies would give due credit to the energy which these dry statistics represented. It meant attendance for six months from the second day of October to the second day of April, in all kinds of weather at night to improve themselves. He having attended frequently at the school, sympathized with their difficulties and the energy with which they had overcome them.

To them the poet's words applied:

"Night is the time for toil
To plow the classic field
Intent to find the hidden spoil,
His wealthy furrows yield
Till all is ours that sage has taught,
That poet sang and heroes wrought."

The finest sight there to-night was this array of sixty-nine noble young men who were then graduates, each one of whom had his certificate of scholarship attained in each of the last three years. That required an amount of assiduity worthy of all praise. He had to apologize for trespassing so far on their time. He had hoped that this address would be made by that eloquent and learned jurist, John R. Brady. His absence was occasioned by no want of sympathy with the evening school. His letter showed that—(he read a portion of the letter)—but by reason of the death of near relative.

There were three prizes to be presented here: of these, the first was the Tiffany Medal. He presumed that to-day the Tiffany medal were the largest jewels in the world, but that a jeweler should be forward in aid of education was no new thing.

George Herriott, the jeweler of James VI. of Scotland, who was also James I. of England, James "jingling Gordie," born in 1587 and dying in 1634, left £23,625, say in round numbers \$120,000, for the foundation of a hospital, not exactly what is now called a hospital, but rather an educational institution. This was founded in 1628; it was opened in April, 1630. This hospital now educated 180 boys, its course including English, French, Latin, Greek, writing, drawing, dancing and calisthenics. There were what they called in Scotland buraries given by it, which gave to the earnest student £30 a year to aid him in his work, and ten at £30. The surplus funds had been recently applied to other educational purposes, and now there were from that bounty eight juvenile schools and five infant schools, giving instruction to 3,400 children.

Mr. Tiffany had made a step in the same direction and so, with Dr. Watt, he was thankful for what was received and humbly hoped for more.

The Mitchell & Vance prize came from the firm of manufacturers of bronzes. The Faber prize from manufacturers of pencils. All who had given prizes were manufacturers of one kind or another. He had been shocked that none of his own class, bankers and brokers, were among the prize givers. So he had suggested to two millionaires that each should give a thousand dollar United States bond to establish a prize in connection with their business. If they had done so what a capital point he would have had for his speech! But they didn't see it. Still the seed was, he hoped,

sown and might after a while produce fruit.

Commissioner Wood then presented the three prizes, as follows:

The Tiffany Medal, for the greatest improvement in drawing from antique casts, to THOMAS MONROE.

Two handsome bronze statuettes, presented by Mitchell & Vance, for the greatest improvement in drawing the human head from copy, to JOHN A. HOLDEN.

A box of drawing instruments—the Faber Prize—for the greatest improvement in drawing ornaments from copy, to W. CONNELL.

Each as he came up received a full share of applause, and retired blushing.

The following is the graduating class:

Bauman, Mark	Marcellus, Thos. Jay
Cullen, Thos. Patrick	Malone, James
Cantor, Jacob	McCann, Peter
Campbell, Francis M.	Myers, Chas. Alt.
Capes, Wm. H.	Moss, Wm. Albert
Coury, Michael H.	MacPhail, John A.
Clark, Jr., C. A.	O'Neill, Denis Patrick
Coutts, George H.	Ord, Wm.
Carter, Wm. M.	O'Brien, John Joseph
Duffy, Thomas	Phillips, George W.
Dolan, Hugh Francis	Pries, Henry
Donaghy, John K.	Richardson, Alfred B.
Fox, Charles	Roesch, George P.
Frerichs, Fred. A. C.	Rhodes, Otto H.
Fair, Richard	Rommel, John
Folsom, Geo. Edward	Rheinfield, Adolph
Freel, Wm. J.	Riordan, Michael
Fisher, Chas. H.	Rooney, James Hayes
Goodman, David	Smyth, James R.
Goebel, Max	Schulke, August
Hay, John	Sullivan, Maurice F.
Higgins, Frank J.	Scully, Patrick Jas.
Hanley, Peter Joseph	Seelye, Jeremiah
Hepnall, Chas.	Seelye, Emanuel
Husey, Chas. W.	Studley, Jr., Jas. H.
Hildebrand, D. G.	Sayles, John R.
Hildebrand, Herm. H.	Taylor, J. Spencer
Humphrey, Joseph	Vanderbilt, Abram
Jones, Robert	Welp, F. W. Theo.
King, Thos. W.	Wuerth, John L. P.
Kohler, Geo. L.	Wetting, Wm. W.
Kapp, Isaac	Wolf, Abraham
Kelleher, Wm.	Wensley, Robt. L.
Langstadter, Henry	Yates, John W.
Loughran, Thomas	

TEACHERS' M. L. A. ASSOCIATION.—At a special meeting of this association, held on Thursday, March 28, at 4 p. m., in Grammar School No. 47, the following resolutions, presented by Mr. Haggerty, were unanimously adopted:

"Whereas, Commissioner Samuel A. Lewis, in his kindness of heart and generosity of spirit, has consented to aid the Teachers' M. L. A. Association in securing a permanent fund, to be invested for the noble purpose for which this association has been organized; therefore, be it

"Resolved, That we accept the offer from Commissioner Lewis, of a grand concert, to be held in the Academy of Music, for the benefit of this association.

"Resolved, That from the proceeds of the same we agree to reimburse Commissioner Lewis, according to the terms of his note of the 13th inst.

"Resolved, That the thanks of the association be and the same are hereby tendered to Commissioner Samuel A. Lewis, and that in so doing we feel we truly express the wishes of the sixteen hundred members represented by us in the Executive Committee, and we do hereby further declare our object to be the sustaining of Commissioner Lewis in his laudable undertaking, and to render it a grand success by our individual and collective efforts.

Ward 1, Miss Able A. Wright, G. S. No. 29; Ward 4, Kate M. Fitzgibbons, G. S. No. 1; Ward 5, Jane A. Ebbitt, G. S. No. 44; Ward 6, James M. Sweeney, G. S. No. 24; Ward 7, Francis Joseph Haggerty, G. S. No. 2; Ward 8, G. B. Hendrickson, G. S. No. 8; Ward 9, J. H. Zabriskie, G. S. No. 16; Ward 10, Jacob T. Boyle, G. S. No. 43; Ward 11, Jas. J. McCoy, G. S. No. 15; Ward 12, Miss M. J. Granger, G. S. No. 39; Ward 13, Henry S. Martin, G. S. No. 34; Ward 14, Miss E. S. Abner, G. S. No. 30; Ward 15, Miss S. E. Woodward; Ward 16, Alonzo H. Hopper, G. S. No. 11; Ward 17, Leonard Hazeltine, G. S. No. 13; Ward 18, Letitia Matthews, G. S. No. 50; Ward 19, Mrs. A. Mahoney, G. S. No. 53; Ward 20, Miss M. L. Clawson, G. S. No. 48; Ward 21, Lafayette F. Olney, G. S. No. 17; Ward 22, Evander Childs, Jr., G. S. No. 51, Board of Managers.

LEONARD HAZELTINE, President.
M. L. CLAWSON, Secretary.

BOOKS AND SCHOOL MATERIAL.—The following supplies are on the list of the Department of Public Instruction, and are supplied by J. W. Schermerhorn & Co., 14 Bond st., New York: Walton's Arithmetics, Ball's Drawing and Key and Hilliard's Reading Charts; Parker's Exercises in Composition, Worcester's Dictionaries, Campbell's History of the United States, in German; Mitchell's Geographies, Campbell's School History, Double Cube Root Blocks, Numeral Frames, Worcester's Spelling books, Urbino's Zoology, bound in three parts; Watson's Calisthenics, Inkwells, Blackboard, Easels, Map-stands, Pointers, etc.

The members of the Japanese Embassy in the city visited several of the public schools during the past week.

NEW YORK COLLEGE NOTES.

College Building, Friday, April 12, at 7:30 p. m.—Clioia, Room 21.—Magazine by the editor. "Is Anticipation to be Preferred to Realization?" Affirmative—Fagnan, '73; Isarr, '74. Negative—Davison, '73; Carlin, '74. Phrenocopia, Room 13.—Reading, Lucomb, '73; Declaration,

Man, '74; Essay, Church, '73. "Resolved, That Superstition is the Most Favorable Condition for the Production of Poetry." Affirmative—Gulick, '73; Sweeney, '74. Negative—Banks, '73; Oppenheimer, '73.

The Library.

THE LIFE AND TIMES OF JAMES FISK, JR. By Robert W. McAlpine. The New York Book Company: 145 Nassau street, New York.

Extraordinary times bring always to the surface of society men equally as extraordinary to head the popular movements. This is a truth which has found its proof in the history of every generation of men from the time of Adam down to the present date. No epoch can be mentioned in the history of any nation which has not produced also the man or men most fitted to head it. We have, as Americans, seen this in our national history. When our young nation needed a man of perfect physical powers, of strong will, of thoroughly controlled temper and of well-balanced judgment to guide its destinies and form and shape its future, it found its need in Washington.

Later in its history the imperious disposition, the quick decision and the impetuosity of control of a Jackson were needed and Jackson was at hand to meet the requirement.

Still later, when the war of the rebellion was commenced a man was needed who was possessed of the most imperturbable good humor, the strongest common sense, together with the most undoubted integrity. Such a man was found in the lamented Lincoln, and the manner in which he acquitted himself of his duties is long since matter of history.

Not less, however, in social than in historical catclysms does the right man come to the front, and no better illustration of this truth need be called for than was furnished by the life of Col. James Fisk, Jr., the Vice-President of the Erie Railway, whose death at the hands of Edward S. Stokes has been sufficiently noticed and commented upon by the newspapers generally, not only of the city but also of the whole country and even of Europe.

The upheaval of social relations, the general recklessness, the carelessness of life and, still worse, the blunted moral sense engendered by the civil war, were not simply reflected but were intensified in their expression in the manners and customs of society since the war.

This condition of things needed an individual exponent, and no more fitting exponent could have been found than in the person of James Fisk, Jr. To the most perfect fearlessness and the most utter recklessness of public opinion, he added a rare executive ability and an amount of charity and whole-hearted human sympathy, according to his biographer, which were entirely unsuspected by those who judged him only from newspaper reports, and which helped, controlled as they were by his own curious moral code, to make him a fit exponent and leader of the anomalous times in which he lived.

It is not necessary for us to rehearse here his history. It is too familiar, in its general outlines, to the public to need such elaboration at our hands, and, for its details, we prefer to refer our readers to Mr. McAlpine's book.

The story to be told is of the most romantic sort, while it has the advantage over most romances in being entirely true. That a Vermont peddler should come to be the virtual head of one of the greatest corporations in the United States, that he should not only control that company, but also should direct the affairs of a number of lines, of theatres, of hotels, and should even make it worth the while of the President of the United States and all the Cabinet and Congress to be civil to him, is, as we have intimated, one of those episodes which could only have occurred in such a condition of society as has existed in this country during the past ten years.

To tell this story and to tell it well, without undue bias or prejudice, was not the easiest task in the world, as the temptation to exaggeration, either of Fisk's faults or his virtues, was great enough to be almost insurmountable to most authors. Mr. McAlpine has, however, managed to hit the judicious mean, and has given us a carefully-drawn portrait of the remarkable man whom he has undertaken to portray without leaving out a single trait which is essential to the portraiture, and without giving utterance to a word which could justly offend the dearest friend or the warmest enemy of the renowned colonel of the Ninth.

Unlike many others of the sort the work in question is not a catch-penny affair, but is written in a clear, flowing style, in the purest English, and is printed on good paper in large and clear type, is nicely bound, and in every way is worthy a place in the library of any man who pretends to keep up with the history of the times.

THE BEST READING. Putnam & Sons, Publishers.

This is an excellent compilation, giving as impartially and fully as practicable hints on the selection of books, the formation of public and private libraries and on courses of reading, with a Classified Bibliography for easy reference. To those desiring to either purchase or procure from libraries the best books on all subjects of interest to the general reader, this publication will be found of invaluable aid, and is itself a very interesting work, especially the Second Part, which contains excellent advice on courses of reading.

GENERAL INFORMATION.

STAMMERING.—New York Stammering Institute, 107 West Twenty-third street; Professors Mann and Colvin, managers. City references furnished. No pay until cured. Send for prospectus.

"GRAMMAR SCHOOL, No. 14.

"NEW YORK, Sept. 33, 1871.

"TO WHOM IT MAY CONCERN: This certifies that Mark Cowen has been a pupil in Grammar School No. 14 for four years. He was a little the worst stammerer I ever had in school, so that his teacher was obliged to have him write his lesson, he being unable to recite with his class. He was placed under the treatment of Professors Mann & Colvin, at the New York Stammering Institute, No. 1 Irving place, New York, and in less than two months he was able to read without stammering. He now recites his lessons with his class, reads in his turn, etc. The cure is perfect. I take pleasure in recommending any thus afflicted, believing no case too difficult for them after having cured Mark Cowen.—Respectfully,

"LAFAYETTE OLNEY,
"Principal Grammar School No. 14, on 27th st., bet. 2d and 3d aves."

—Publishers of newspapers would do well by calling upon James Brady, Manager and Proprietor of the New York Mailing Agency, No. 27 Rose street, where they can have their papers folded with the latest improved machines at a reasonable price.

—The Geneva Watch sale at 763 Broadway is crowded daily by earnest buyers.

WHY EVERY LADY CAN HAVE A SEWING MACHINE.—"I cannot afford to buy a sewing machine" is a very common remark; but we never heard it said, "I do not want one." Those who call at 43 Bleeker street, between Broadway and Bowery, will be furnished by the New York Machine Stitching Company with a first-class sewing machine on monthly installments of from \$5 to \$10 per month, payable in work at home, or in cash payments, or part cash and part work. Cash will be paid to the operator at the end of each month for all money earned above the regular monthly installments. Instructions free.

BEWARE OF COUNTERFEITS.—Use Brumell's celebrated Cough Drops. The genuine have A. H. B. on each drop. General depot, 410 Grand street, New York.

—Drunkennes and opium eating. Dr. Beers, 107 Fourth avenue, New York, has permanent and painless cure for both. Thousands cured. Send stamp for conclusive evidence.

—Maire's Gymnasium, 20 St. Mark's place (Eight street). Special attention of teachers and scholars is called to physical culture. Terms, three months, \$12. Liberal inducements made to clubs of six or more.

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AN ENGLISH KINDER-GARTEN.—A new book has just been issued in London, in illustration of the German system of the Kinder-Garten. It is a complete exposition of Froebel's system of infant training. Froebel was the founder of these wonderful schools. At first he took a peasant's cottage at Keilhau, and established a village boys' school, living on potatoes and two rye loaves a week, and laboring with earnest zeal. Then he went on a tour through Germany and Switzerland, to lecture on infant training, and founded Infant Gardens where he could. He founded them at Hamburg, Leipzig, Dresden and elsewhere. While on his travels, he took many a night's lodging in the open fields, with an umbrella for his bedroom and a knapsack for his pillow. So beautiful a self-devotion to a noble cause won recognition. One of the best friends of his old age was Ida, Duchess of Weimar, sister to Queen Adelaide of England; and his death took place at a country-seat of the Duke of Meiningen, June 21, 1888, when he was seventy years of age. By this time Infant Gardens are in operation in most of the larger towns of Germany and on the Continent.

SKIN DISEASES.
The FERRY'S IMPROVED COMEDONE AND PIMPLE REMEDY, the Skin Medicine of the Age. Guaranteed to cure Red, White and Mole Pimples and Sores on the Face, Neck, Arms, Legs, and all blemishes and disfigurements of the skin. Sold by every Druggist in New York and elsewhere. Prepared only by Dr. R. C. FERRY, Dermatologist, 49 Bond Street, New York.

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New York, Dec. 1, 1871.
Notice was recently given of our intention to increase the capital of this company. The officers have now the satisfaction of announcing that it has been accomplished. The following is a statement of the condition of the company:
Capital, \$500,000 00
Surplus, \$1,349 00
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In presenting the above statement it will be seen that ample protection is offered to every policy holder, while the terms of insurance will prove to be as favorable as those of any other company.
This company has paid all its losses promptly and in full for nearly twenty years. A portion of your business is respectfully solicited.
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R. CARRAN CURRIE, Vice President.
Geo. W. MONTGOMERY, Secretary.

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THIS IMPORTANT IN-
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We append the following testimonial:
"After the experience of months, patients testify strongly to the efficacy, as well as to the ease and freedom from inconvenience with which the instrument is worn. With superior advantages, it possesses in a high degree ALL requisite and qualifications claimed for such inventions. I have no limitation in regarding it as an important means for the relief and cure of Hernia."
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SOME GOOD ADVICE.—It should be known to every person that the fruit and berries of warm weather are cooling to the blood, and that they contain an acid which cools off the body by acting upon the liver. The tendency of the system in warm weather is to biliousness. This is because we eat more than we wear out by exercise or labor. We cannot perform as much work in summer as in winter, hence the system becomes clogged up and some substitute is needed, some compensating power that will cause the liver to do all that nature requires should be done to make us healthy. The liver is the great scavenger or emptier of the body, and is to the person what the pump would be to a sinking ship—you must keep working it or go to the bottom. So we must do with the liver, keep it at work or be sick. The wisdom and benevolence of our Maker should surely command our affections in providing us with these fruits and berries in such generous profusion, and at the same time combine them with such a delicious taste that we can eat to our utmost fill without doing harm.

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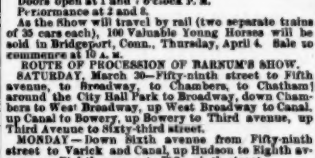
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